



# Montana University System Workforce Development

## MUS Healthcare Graduates

In 2008-09, the MUS produced 871 graduates in healthcare fields, accounting for 12% of the total graduates in the System (2<sup>nd</sup> most to Business/Acct/Marketing at 14%).

92% of the healthcare graduates were Montana residents. Of those graduates, 81% found employment in Montana within one year of graduation.

The average salary of healthcare graduates (regardless of degree level) was \$39,400, 35% higher than the average MUS graduate.

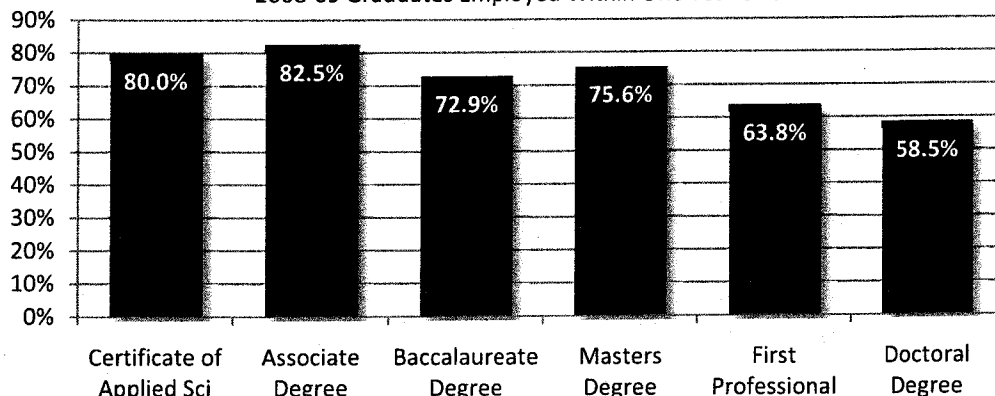
### Average Salaries of 2008-09 MUS Graduates

Pharmacy	\$97,919
Health Admin	\$63,056
Physical Therapy	\$46,265
Registered Nurse	\$45,810
Dental Hygiene	\$43,012
Respiratory Care	\$38,900
Health Care Info	\$37,822
Paramedic (EMT)	\$37,704
Industrial Hygiene	\$32,241
Mental Health Coun.	\$30,947
Surgical Technology	\$30,819
Physical Thrpy Asst.	\$30,740
Radiologic Tech	\$29,787
Practical Nurse	\$27,396
Med Coding	\$27,217
Medical Transcript.	\$25,946
Health Info Tech	\$25,913
Pharmacy Tech	\$21,484
Medical Asst.	\$21,004
Dental Assistant	\$19,641

## MEASURE

Percentage of MUS graduates finding employment in Montana by degree type

Percentage of Resident Graduates Entering Montana's Workforce  
2008-09 Graduates Employed Within One Year of Graduation



- 74% of resident students graduating from the MUS found employment in Montana within one year of graduation (2008-09 graduating cohort).

## Average Salaries

Average Salaries of MUS Graduates Employed in Montana by Degree Type  
(2008-09 graduates employed in all 4 quarters of 2009/2010 UI Wage Records)

Degree/Award	Average Salary	# Employed
Certificate of Applied Science	\$22,303	133
Associate's Degree	\$29,098	641
Bachelor's Degree	\$25,760	1,883
Master's Degree	\$39,308	478
First Professional	\$54,834	68
Doctoral Degree	\$46,712	33
<b>Total</b>	<b>\$29,105</b>	<b>3,236</b>

- Of the 641 associate degree recipients employed from the 2008-09 graduating cohort, 116 were employed in a healthcare profession (registered nurse, respiratory care, or EMT), earning an average salary \$42,000 per year.
- System-wide, majors in 4-year degree programs that produced some of the most employment were:
  - **business related majors** -- 267 entered the MT workforce at an average salary of \$29,000 per year
  - **registered nurses** -- 139 entered the MT workforce at an average salary of \$46,000 per year
  - **engineers** -- 107 entered the MT workforce at an average of \$36,000
  - **teachers** (and related majors) -- 249 employed at elementary and secondary schools in MT at an average of \$26,000 per year

**Data Source:** MUS Data Warehouse; MT Dept. of Labor & Industry; In 2007, the Montana University System finalized a memorandum of understanding with the MT Department of Labor and Industry which allows the MUS to track the labor force outcomes for recent graduates. Nearly all employed Montanans are identified in the Department of Labor's Unemployment Insurance records. Using these records, we can ascertain how many of our graduates obtain work in Montana and what wages they receive.



# Montana University System

## Distance Learning

### MUS Distance Learning Initiative

In the 2005 and 2007 legislative sessions, the Montana Legislature appropriated funds specifically aimed at increasing the availability of distance learning in the Montana University System.

With these funds (\$300,000 in 2005, \$900,000 in 2007) the university system invested in distance learning resources, faculty, and infrastructure. As a result, Montana universities and colleges now offer more than 90 on-line academic programs and over 700 internet courses.

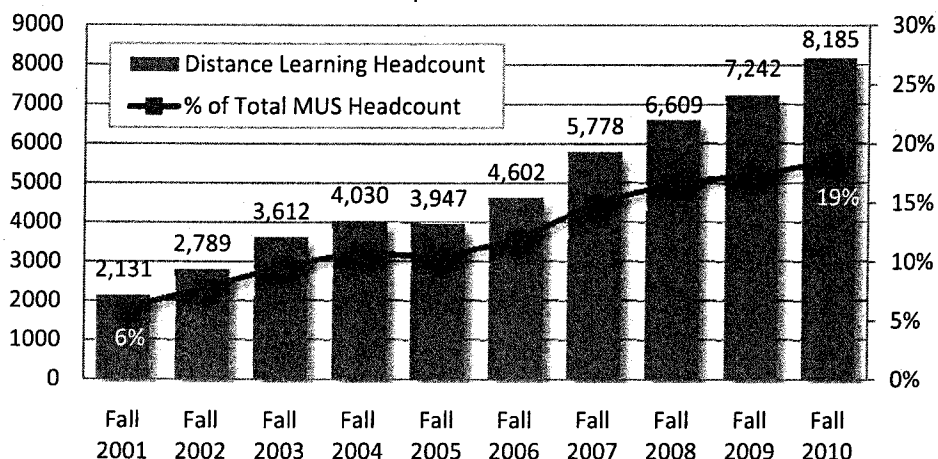
### Major Accomplishments

- Developed website for single point of access to on-line courses across the system
- Centralized advertising efforts for on-line courses and programs
- Adopted common learning management systems for all MSU campuses/and for all UM campuses
- Instituted system-wide strategic planning and assessment of distance learning efforts
- Eliminated on-campus fees for "solely" on-line students

### MEASURE

Enrollment growth of students receiving instruction via distance learning\* (does not include community colleges)

### MUS Enrollment in Distance Learning\* Courses Unduplicated Headcount



\*courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher; source: MUS data warehouse

- Between Fall 2001 and Fall 2010, unduplicated headcount of MUS students enrolled in at least one distance learning course increased by more than 6,000 students (280% increase).
- In Fall 2010, 19% of MUS students enrolled in at least one distance learning course; 20% is the national average. (source: Sloan Consortium).

### Fall 2010 Highlights

- 2,333 students enrolled "solely" on-line (i.e. all of their course enrollments are on-line), making up 29% of the total on-line enrollment in Fall 2010.
  - 75% of these students are consider non-traditional (25 years or older)
  - 23% are enrolled in 12 or more credits
- The MUS offers 98 academic programs that are delivered 80% or more online. (including CC's)
  - 23 certificate of applied science programs
  - 29 two year degree programs
  - 10 undergraduate degree programs, BS or BA
  - 18 graduate degree programs, masters & doctoral
  - 18 professional certificate programs and endorsements
- Six of the on-line degree programs are offered in collaboration among two or more MUS campuses, and one is offered as a collaborative degree program with eight other states. The new on-line Health Information Technology program will provide four more collaborative offerings in 2011.



# Montana University System Transferability

## MUS Transferability Initiative:

The 2007 Legislature appropriated \$1.5 million to help the MUS improve the transferability of courses and further develop its centralized data system.

As a result, the MUS initiated a "common course numbering" process for all undergraduate courses. This process requires that all courses deemed to be equivalent must possess the same course prefix, number, and title; all courses with the same name and number will directly transfer on a one-to-one basis with equivalent courses at the receiving institution.

### Progress:

As of August 2010, more than 7,000 courses in 50 disciplines have gone through the Common Course Numbering process. This represents over 70% of the undergraduate courses in the MUS.

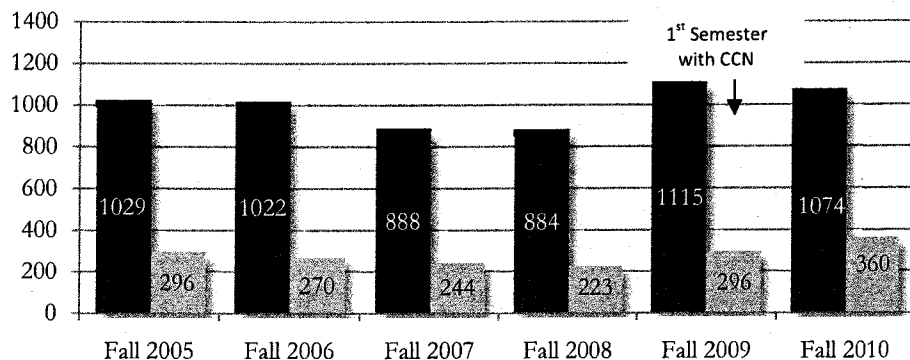
The timeline for completing common course numbering for all undergraduate disciplines within the MUS is July 2011.

## MEASURE

Number of students transferring between MUS institutions each Fall semester (not including transfers into community colleges)

### New Transfer Student Enrollment Between MUS Institutions

■ Between All Campuses ■ From 2 yr to 4 yr Only



Source: MUS Data Warehouse

- The initial round of Common Course Numbering (CCN) took effect in Fall 2009. In Fall 2010, students transferring from 2-year to 4-year campuses represent 33% of the transfers in the MUS, up from 26% in Fall 2009.
- On average, approximately 3,000 students will transfer into MUS institutions each fall semester. Close to two-thirds of those transfer students come from outside the MUS.

## Common Course Numbering Example

Common course numbering is the process of applying identical names and numbers to courses that are significantly similar. Courses that carry the same name and number transfer across the system on a one-to-one basis and are transparent to students and parents. Below is a snapshot from the MUS Computerized Transfer Guide of some of the alignments that occurred as a result of common course numbering in the Mathematics discipline.

Mathematics Courses (sample)	Four Year Colleges						Colleges of Technology					Comm. Colleges		
	TECH	UMW	UM	MSU	MSUB	MSUN	GFCOT	HOT	BLCOT	TECHCOT	UMCOT	DCC	FVCC	MCC
Course# and Name														
M 90 Introductory Algebra					X		X	X	X	X	X	X	X	X
M 95 Intermediate Algebra		X			X	X	X	X	X	X	X	X	X	X
M 96 Survey of Algebra							X							
M 108 Business Mathematics							X	X	X		X	X		
M 110 Mathematical Computing					X									
M 111 Technical Mathematics						X	X	X	X	X	X	X		
M 116 Mathematics for Health Careers							X							
M 119 Introduction to Number Theory		X												
M 121 College Algebra	X	X	X	X	X	X	X	X	X		X	X	X	X



## Montana University System

# College!Now

Montana's Two-Year College Initiative

### Why Now?

**Montana's economy needs more skilled workers, and two-year colleges can meet much of the demand.** According to the most recent projections, Montana's economy will add approximately 98,000 jobs between 2006 and 2016 and approximately 25,000 of these will require at least a postsecondary certificate or associate degree. Half of the 25 fastest-growing jobs will require at least an associate's degree.

**Montana will also need educated workers to fill jobs being left by retiring Baby Boomers.** One out of every five Montana workers is over 55 years old, which means that education leaders, business and community leaders, and policymakers need to take action today to prepare the workforce they'll need tomorrow.

**Montana must increase the education and training levels of its working adults to meet workforce demands.** The percentage of traditional college-age Montanans (18-24 years old) is expected to decrease over the next several years, which means we must bring more adults 25 and older to college—or back to college—to ensure a competitive workforce and a sustainable economy.

**Montana's two-year colleges are not being used to their full potential.** Just under 25% of Montana college students attend two-year institutions, compared with nearly 45% in Western states.

**Montana cannot afford to keep doing "business as usual" in higher education.** Making college opportunities affordable—for students and taxpayers—requires more careful stewardship and better coordination system-wide.

### What Is It?

Montana's colleges and universities are teaming up with business and community leaders, K-12 educators, and elected officials on a policy initiative to make two-year colleges more affordable and accessible statewide. Montanans have spoken—they are looking for education and training that will help them get and create high-wage jobs that will strengthen their communities and their families. Using a combination of new policies, new technologies, and old-fashioned cooperation, these groups are working to bring certificates and degrees to every corner of Montana—within available funding.

### What Are Two-Year College Initiative Strategies?

#### **Offer basic two-year college services statewide for Montana's students and employers.**

Montana's 15 two-year colleges will become "hubs" for their local regions, providing services that will help students get started or get up to speed and help businesses with "just in time" assistance and programs for their employees. Today, some colleges offer Adult Basic Education while others do not. Working together and with K-12 schools, Montana's two-year colleges can bring these services to every corner of the state with current resources. Developmental education programs are being offered at four-year universities where costs are higher. Too many courses and programs do not fit the needs or realities of working adults.

#### **Expand dual high school/college enrollment and improve two-year/four-year transfer.**

Montana has made progress in helping students get a jump start on college through dual enrollment programs in the high schools, but more students and parents need to be aware of and have access to these opportunities.

Some two-year colleges do not offer the transfer degree, with the result that students in those communities do not have access to the more affordable tuition rates for the first two years of a baccalaureate degree. This initiative will bring the transfer degree (Associate of Arts or Associate of Science) to all two-year colleges.

#### **Use technology to expand access for students and create savings for two-year colleges.**

Montana's two-year colleges are banding together to create a virtual community college that will combine and re-package key courses and programs and offer them online. The college will initially focus on dual enrollment courses and then move into workforce programs.

The two-year colleges are also moving toward common information technology systems that will make information sharing easier and more efficient and even pave the way for sharing some administrative services.

#### **Fund colleges based on students' progress and success, not just enrollment.**

Today's state funding policy for two-year colleges is all about getting students to college, with little or no emphasis on getting students through college. Graduating more students with the resources available demands a focus on both.